UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.15 (3);
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
January-June, 2023
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

EFFECT OF TRANSACTIONAL ANALYSIS THERAPY ON SUICIDE TENDENCY AMONG SECONDARY SCHOOL STUDENTS IN AWKA NORTH LOCAL GOVERNMENT AREA

Nwosu, Ikechukwu Augustine ia.nwosu@unizik.edu.ng
Nwankwo, Christopher Amobi ca.nwankwo@unizik.edu.ng

Department of Guidance and Counselling, Faculty of Education, Nnamdi Azikiwe University, Awka

ABSTRACT

In a bid to cushion the occurrence of suicide death among students, the study examined the effects of transactional analysis therapy on suicide tendency among secondary school students in Awka North Local Government Area of Anambra State. The study was guided by two research questions with two null hypotheses. The study adopted quasi-experimental research design. The population of the study comprised of 1074 Junior Secondary School Students (JSS) II and 412 Senior Secondary School (SSS) students II in the eight public secondary schools in Awka North Local Government Area of Anambra State. The sample for the study was 83 junior and senior secondary school students which were selected using purposive random sampling technique. A self-developed suicide tendency questionnaire containing 22 items which was validated by three experts and yielded an overall reliability co-efficient of 0.90 was used for data collection. The transactional analysis was the experimental group while the conventional counselling techique was the control group. The behaviour modification training programme on transactional analysis therapy was administered to the students as pretest and post-test for data collection. The treatment session lasted for six weeks. The data collected from the pretest and post-test were collated and analyzed. The mean scores were used to answer the research questions. Analysis of covariance (ANCOVA) was used to test the null hypotheses at 0.05 level of significance. The study revealed among others that transactional analysis technique was effective in reducing suicide tendency among secondary school students than conventional counselling and the effect is significant. The study concluded that transactional analysis technique is effective in the treatment of suicide tendency among junior and senior secondary school students in Awka North Local Government Area of Anambra State. It was recommended among others that school guidance counsellors are expected to employ transactional analysis technique as a first line of treatment for students with mild or severe suicidal tendency in secondary schools. This will go a long way in eradicating cases of suicide among adolescents that are living with mental health illness in the society and the effects of peer preasure among some secondary school students.

Keywords*:* Effect, Transactional analysis, Technique, Suicide tendency.

Introduction

In recent times, there are numerous reports of celebrities and students committing suicide on the pages of social media and news channels of television stations. The researchers believed that the quest for validation from strangers and undue societal pressures are responsible for the increasing rate of suicide occurrences among youths in today's society. Collaborating to these observations, the World Health Organization (WHO, 2015) submitted that in the United States, suicide rates had risen to 30 percent between 2000 and 2016 where at least 100,000 youths commit suicide each year. Furthermore, Segal, De Biasi, Muller, May and Warrant (2018) professed that if this current trend in suicide rates continues, an estimated 54,000 individuals per year would die by suicide in the United States by 2025. In developed nations like France, Austria, Finland and Denmark, suicide is the second leading cause of death among people aged 15-34 years immediately after transportation accidents (O'Connor and Nock, 2014). Recently, Azuonwu, Nwafor and Nwafor (2022) reported that Nigeria was ranked 72nd in the world as at 2019 in global suicide deaths documentation with 18,608 suicide deaths recorded per year.

Suicide is not a random or accidental act. It is a premeditated action performed by troubled, hopeless or depressed persons as the best way of escaping life challenges or problems beyond their control. The issue of suicide across the globe has become a social problem (Okafor, 2020) demanding scholarly efforts from different disciplinary quarters in finding ways of reducing cases of suicide tendency among adolescents and youths in the society. Offiah and Obiorah (2014) quipped that suicide usually begins when an individual has suicidal thoughts which is literally known as suicidal tendency. Oladeji (2022) described suicidal tendency as the thought or planning of suicide. Tadele, Solomon, Kelemua and Tebikew (2018) observed that suicidal tendency is a self-reported thought about wanting to be dead; or active thoughts about killing oneself not accompanied by preparatory behaviour. People at risk for suicide tendency include those who have attempted suicide in the past, those who are suffering from mental health issues, those who are addicted to drugs, those with strained relationships, suffer from trauma or abuse, violence, and those with chronic illness (WHO, 2014). In addition, Chu, Buchman-Schmitt and Moberg (2016) averred that suicidal tendency is often triggered as a product of loneliness, death of loved ones, unemployment, emotional trauma, serious physical illness, financial problems, and drug dependence.

There have also been reported cases in the newspapers in Nigeria on the daily increase in suicidal attempts by young adolescents. For instance, a 500-level undergraduate student of Ladoke Akintola University of Technology (LAUTECH), Ogbomosho was said to have hung himself inside his hostel room. Also, an undergraduate adolescent, aged 19 years of a private university in Nigeria was also reported to have committed suicide in his parents' home in Oshodi, Lagos State (Punch Newspaper, 2017). The above suicidal cases are few in the public purview as there are still many cases of suicidal attempt in Nigeria that were not revealed by the affected families for

fear of stigmatization. Information on suicidal tendency is under reported in Nigeria due to some cultural or traditional beliefs. Randall, Doku, Wilson and Peltzer (2014) mentioned that certain rituals are performed before the individual who commits suicide can be buried. Religiously, Nigerians believed that once a person commits suicide, such individual will go to hell (Ugwuoke, 2016). Also, Africans have the belief that individuals who commit suicide are under a spell. Due to these beliefs, information regarding suicides, suicide plans and attempts is often not available in Nigeria (Oladele and Oladele, 2016).

Suicide is a worldwide phenomenon that claims more than 800,000 lives annually, averaging one death every 40 seconds (Center for Disease Control and Prevention, 2019). Of particular note within this statistic is the rise of suicides among adolescents. Adolescents are teenagers between the age of 10 –19 years that are experiencing physical, cognitive, social and emotional development. The age brackets of secondary school students are usually teenagers who exhibit the features of adolescence.At this stage of life, secondary school students are in turbulent times because they are at the verge of approaching sexual maturation (puberty) and adulthood. Given the fact that junior and senior secondary studentsgo through different stages of sexual and mental development during adolescence, if they are not properly guided, they are bound to face psychological problems that might trigger suicide tendency. According to Chikezie and Ebuenyi (2014), today's adolescents are prone to suicide tendency because they are full of expectations and are more likely to take drastic actions when things are not going the way they would have expected. No wonder, Omigbodun, Dogra, Esan, and Adedokun (2016) submitted that adolescents in Nigeria are among the set of people who have the highest suicidal tendency.

Literally, Lawrence (2022) stated that the term**,** suicidal tendency share the same interpretation with suicide thoughts. In their views, Alabi, Alabi, Ayinde and Abdulmalik (2015) averred that suicide tendency or thoughts are intents or cognitions to kill one-self. Suicidal tendency has become a global which is detrimental to man's peaceful existence due to increased daily occurrences both in developed and underdeveloped nations of the world. O'Connor and Nock (2014) professed that suicide tendency takes the following behavioural process. According to the authors, the first process is suicide attempt; it refers to self-injurious actions or activities for the purpose of causing death. The second process is suicidal intent, which is the wish of an individual to want to end his or her life.The third process is perceived suicide, which is viewed as the intentional use of injurious elements, poisoning or suffocation to end one's life.The final process is the actual suicide, which is a deliberate self-inflicted death or conscious effort to end one's life.

The menace of suicidal tendency cuts across age, race and religion as well as the adolescents. It is sad to note that adolescents who are in secondary schools are also been ravaged by suicide. In Nigeria, mental problems experienced by adolescent students in secondary schools are unrecognized and

often go untreated. It is not gain saying admitting that adolescent students who are victims of emotional bullying, physical bullying and cyber bullying in Nigerian public and private secondary schools. Similarly, there are cases of adolescent secondary school students with unhealthy lifestyles; engaging in smoking Indian hemp and excessive alcohol intake under the guise of being high. Also, there are the unfortunate adolescent students without family support systems to help them navigate through the tough life. These situational circumstances may trigger suicidal tendency among adolescent students in secondary schools.

Psychologically, low self-esteem and poor social relationships in schools tends to make adolescent students to often avoid contact with their colleagues and take part in fewer social activities within and outside the school environment (Derdikman-Eiron, Indredavik, Bakken, Bratberg, Hjemdal and Colton, 2012). The interactions of these issues can pose a risk to mental health of adolescent students which could lead to suicidal tendency. Untreated mental disorder, aggressive tendencies and history of abuse (Ugwuoke, 2016) causes suicidal tendency among adolescent secondary school students in Nigeria. Recently, there are cases where female students in senior secondary school results to the drinking of harmful substance like Sniper because their boyfriend broke their hearts. In order to curb this menace, school counsellors are organizing socio-personal counselling activities, workshops, and other programmes of assurance to make students feel happy and find staying in school less difficult. Also, teachers have employed many methods such as being caring and friendly to students. Many teachers act as school guardians or parents to many students, and occasionally visit students' home or even invite their parents to schools to make adolescent students feel loved.

Numerous studies have previously examined diverse preventive and intervention strategies for suicide among students. For instance, Peterson (2018) describes several prevention efforts which include, creating a mental health task force, raising awareness in the college community about symptoms of mental illness, teaching about risk factors for suicide, restricting access to lethal means and offering programs focusing on strengthening life skills. Among the treatment options available for suicidal, psychotherapy is one of the most effective (Meerwijk, Parekh, Oquendo, Allen, Franck and Lee, 2016). Evidence abound in literature about the role and efficacy of transactional analysis counselling technique on mental problems especially those concerning students. In same vein, empirical works of Akbari, Khanjani, Poursharifi, Mahmoud and Azimi (2012), Ali and Andisheh (2015) and Cheli, Mohtashami, Zadehmodares and Arabborzu (2019) reported the effectiveness of transactional analysis counselling technique for treating mental problems.

Torkaman, Farokhzadian, Miri and Pouraboli (2020) posited that transactional analysis counselling technique is a method of therapy wherein social interactions are analysed to determine the ego state of the client or patient (whether parent-like, childlike, or adult-like) as a basis for understanding behaviour. According to Parvin, Ahmed and Hossain (2019),

transactional analysis may be used in multiple settings, including schools or corporations, group or individual counselling sessions, and long or short-term counselling. In therapy, transactional analysis is typically used with clients who struggle with forming and maintaining healthy relationships because of behaviours they learned as children. Beekum (2015) maintained that transactional analysisis used to help the socially withdrawn students develop or improve on their self-esteem and self-concept as well as establish strong and effective interpersonal relationships with people around them. Keshavarzi, Azar, Mirnasab and Gargari (2016) quipped that people willing to develop greater self-awareness and take responsibility for their decisions and actions may be suited to this therapeutic technique because psychologists uses it to facilitate growth and pro-social change in clients. During transactional analysis counselling session, the client is taught to alter the ego state as a way to solve emotional problems because it is effective in reducing the symptoms of anxiety and depression, reducing relationship issues, and increasing self-esteem among adolescent students.

Zadeh, Gorji and Javadzadeh (2013) investigated whether transactional analysis training could improve social adjustment in a case study of women with spouses with drug addiction. The study was reviewed because drug addiction can lead to suicidal tendency. One research question was raised and one null hypothesis was tested for the study. This experimental study was performed on 40 women who were addicted to drugs and were under medication in some clinical centres in city of Esfahan, Iran. The patients were randomly divided into two groups (control and experimental group). The experimental group was trained under transactional training for 8 one-hour sessions. Transactional Analysis and Drug Addiction Questionnaire (TADAQ) were used for data collection. The reliability of TADAQ was determined, using Cronbach alpha technique with overall reliability coefficient of 0.89. Mean and standard deviation were used to answer the research questions while ANCOVA was used to test the null hypothesis at 0.05 level of significance. The results of the study showed that the means of two groups (control and experimental group) before test are close to each other. However, after TA was performed, there was meaningful difference between these two groups. The result of F-value statistical test is meaningful when the level of significance was five percent. In other word, we have concluded that transactional analysis training had positive impact on our group. Since transactional analysis is a valuable technique for managing inappropriate behaviours, it was recommended that women with spouses with drug addiction should adopt transactional analysis to detect their own feelings and the impact their feelings could have on others to enable them adjust both personal and professional in the society. This study is related to the present study because their research design was experimental. Both studies employed the same statistical tools for data analysis. However, the study differs from the current study in terms of geographical location. While the reviewed study worked with women with spouses with

drug addiction, the current study focus on junior and senior secondary school students.

Ali and Andisheh (2015) determined the effects of group counselling through transactional analysis on improvement of depression in physically disabled women (20-40 years old) in Kashan. The study was reviewed because depression triggers suicidal tendency. Three null hypotheses were tested for the study. The research was performed in semi-experimentally method, thus 40 patients were selected randomly among of physically disabled women of Kashaneh Mehr center of Kashan in 2014. Then, they were divided in two groups randomly, testing group (n=20) and control group (n=20). The measurement instrument was the Beck Depression Inventory (BDI). Therefore, before the first group counselling session, using questionnaire in both testing and control groups, pre-test was conducted. Then 8 sessions, each lasting 120 minutes, was carried out for testing group and in each session, one of the basic skills of Eric Berne model, was trained. For both test and control groups, post-test (immediately after training sessions), and follow-up test (one month later) was taken. For data analysis, covariance with repeated measurements was used. The results showed that group counselling through Transactional Analysis, significantly decreased the level of depression in physically disabled women ($p \leq 0.01$). The research concluded that group counselling using transactional analysis decreases the level of depression in physically disabled women. It was recommended that all the techniques and stages in transactional analysis therapy should be utilized in treatment depressive symptoms among patients. The study of Ali and Andisheh (2015) is related to the present research in the sense they both analyse the effectiveness of transactional analysis therapy for treating mental health issue. Statistically, both studies adopted statistical tools for data analysis. Also, both studies were carried out with different research designs and locations. While the current study focused on secondary school students, the previous study dealt with physically disabled women.

Rakhsha, Yaghoubi and Bakht (2014) investigated the efficacy of modern experimental psychology reality therapy and transactional analysis on grief reaction due to emotional breakdowns in female students. The study was reviewed because emotional breakdown among female often lead to suicidal tendency. Three null hypotheses were tested for the study. This is a semi-trial survey with pretest-posttest design with control group. The statistical sample includes all female students of Roudehen University who experienced emotional breakdown. From this population, 45 students were randomly selected as sample, and then they were placed in three 15-member groups including two test groups and one control group and pretested through grief experience questionnaire (GEQ). The first experimental group was intervened for 8 sessions with Modern experimental psychology reality therapy, the second experimental group was intervened for 8 sessions with new transactional analysis and the control group received no training. At the end of the program, the subjects of three groups were again evaluated by the mentioned questionnaire. The collected data were

analysed by MANOVA. The results of study indicates that reality therapy reduces all components of grief due to emotional breakdown more than transactional analysis, that is, reality therapy is more effective than transactional analysis for working with individuals who experienced grief due to emotional breakdown. The researchers concluded that the therapeutic therapy is superior to transactional analysis therapy for working with individuals who experienced grief due to emotional breakdown. It was recommended that since therapeutic therapy is found effective in the treatment of grief reaction due to emotional breakdowns, school counsellors should be encouraged to use it mental and emotional problems faced by students.

Keshavarzi, Azar, Mirnasab and Gargari (2016) investigated the effect of transactional analysis on emotion regulation of 10th-grade female high school students. The study was reviewed because irregular emotions can lead to suicidal tendency. Two null hypotheses were formulated and tested at 0.05 level of significance. The current study applied a quasi-experimental research design, with a pre-test, post-test and a control group. The population of this research is consisted of all the 10th-grade female high school students (16 year-old) in 2016 in Tabriz, Iran. The participants were chosen by multistage cluster random sampling method. The participants were selected from one of the five Educational Districts in the city of Tabriz. A school was randomly selected in this district. Then, two classes were selected from that school. The experimental and the control groups were 20 and 21 students respectively. The experimental group received 8 sessions of transactional analysis program (once a week, 90-minutes per session) and the control group did not receive any intervention. The Regulation of Emotion Questionnaire was administrated. The transactional analysis program was held in eight sessions for the experimental group. Both groups were re-examined for follow-up a month later. The collected data were analysed by Multivariate Analysis of Covariance (MANCOVA) indicates a significant increase in the functional emotion regulation strategies as well as a marked decrease in the dysfunctional emotion regulation strategies. The follow-up test also revealed an adequate stability. Based on the findings, it was suggested among others that, since this study was limited to female high school students; investigation of this research on male students can be conducted in future researches to examine the role gender differences on the obtained results. This study is related to the present study because it investigated the effectiveness of TA and the design of the study was quasi-experimental which was used in the present study. However, the study differs from the current study in terms of geographical location. Moreover, the method of data analysis used in the study was MANCOVA while the current study used ANCOVA.

Dindoost, Nejadkarim, Zardini and Hadi-Salimi (2019) carried out a research onthe effect of transactional analysis group training in psychological hardiness among married women in Tehran, Iran. The study was reviewed because psychological hardiness can resist suicidal tendency. Two null hypotheses were formulated and tested at 0.05 level of significance. This study was

quasi-experimental research designed as pretest-posttest with control group. Statistical population consisted of all married women referring to Counselling Centre. 30 women were selected through convenience sampling. They were assigned to experimental and control groups. Personal views survey questionnaire was utilized for data collection. Data were analysed in two descriptive and inferential levels. To test research hypotheses, univariate covariance analysis statistical method was used. Data were analysed using SPSS-22 (level of $p<0.05$). The results showed that there were significant differences between control and experimental groups after the intervention; so, it can be said that transactional analysis training increased psychological hardiness in the experimental group. According to the findings of this study, transactional analysis can increase psychological hardiness and can be used as an effective clinical intervention by therapists. This study is related to the current study because of transactional analysis (TA) and the research design was quasi experimentation. It is different from the present study because, it worked on psychological hardiness among married women in Tehran, Iran.

Torkaman, Farokhzadian, Miri and Pouraboli (2020) investigated the effect of Transactional Analysis (TA) group training on the self-esteem of imprisoned women in South eastern Iran. The study was reviewed because low self-esteem can lead to suicidal tendency. Two research questions and two null hypotheses were formulated and tested at 0.05 level of significance. The experiment was conducted among the imprisoned women in a prison in South eastern Iran using pretest-posttest design. In this regard, 76 women were randomly allocated to the intervention ($n = 35$) and control ($n = 41$) groups. The TA group-training program was held for eight 90-min sessions for the intervention group. Data were collected using a demographic questionnaire and the Rosenberg's self-esteem scale (RSES). Data were analysed using SPSS (version 20) and by running descriptive (percentage, mean, and standard deviation) and analytical statistics (chi-squared test, independent samples t-test, and paired-samples t-test and ANCOVA).The results showed that TA group-training had a significant effect on self-esteem. Therefore, the experienced and expert counsellors and psychologists are recommended to hold transactional analysis group training courses to enhance self-esteem among women prisoners. This study is related to the present study because it investigated the effectiveness of Transactional Analysis and the design of the study was experimental which was used in the present study. However, the study differs from the current study in terms of geographical location.

It is important to note that transactional analysis counselling technique is modern psychotherapy but this is not the conventional counselling technique. According to Pal (2011), conventional counselling is a traditional form counselling that come in form of advice-giving, sharing of experiences through wise saying, story-telling, proverbs and folklore among others. In addition, Brener and Demissie (2018) opined that conventional counselling takes a moral ceiling that is anchored on the standard rightness and wrongness of actions. This form of counselling allows the counsellor tell

the clients what is wrong with them and also tells them what they should do to fix their problems. Genesis (2020) professed that conventional counselling is a talk therapy which involves two persons; where one talk while the other listens and vice versa. In here, the clientele expresses and discusses his/her problems and mental health symptoms to the counsellor. After hearing the clientele's difficulty, the counsellor would facilitate to help the client. During conventional counselling session, mental health professional or school counsellor analyse the thoughts of the patient, delving into his or her past to find the source of what is now causing suicidal ideation.

Consequently, most African nations such as Nigeria are still battling with unclassified reports on suicide phenomenon making it necessary for the use of psychotherapies in the screening of suicide tendencies among adolescent students. School counsellors need to develop school-based initiatives for preventing as well as managing suicide among adolescent students by identifying students who are at risk and vulnerable, to understand the circumstances that influence their suicidal tendency and to effectively structure interventions to prevent suicide death in secondary schools. Suicide is an epidemic in today's world. This could be as a result of people not finding satisfaction in themselves and the environment generally thereby resulting into high level of unhappiness in the society and unfavourable attitude towards their own lives. To assist adolescent students whose distressing symptoms do not require the use of drugs, the application of empirical proven psychotherapeutic interventions are needed in saving the lives of adolescents prone to suicide. Some psychotherapeutic interventions available include transactional analysis counselling technique, dialectical behaviour therapy, cognitive behaviour therapy, interpersonal therapy for adolescents, problem solving therapy and conventional counselling technique among others.

In Awka North Local Government Area of Anambra State, adolescent students are not insulated from the challenges of life as they are faced with the inability to cope with pressures or demands of life, disappointment, sexual abuse, bullying, peer pressure, inability to meet up with parental expectations, being jilted by a lover, financial difficulty, academic failure, health challenges, maltreatment by guardian, death of a loved one, peer rejection and social isolation. These may result in feelings of low self-worth causing them to feel hopeless and think of committing or attempting suicide if they act impulsively. The first thing to consider in managing adolescent students prone to suicide ideation is the decision on appropriate treatment to deal with suicide. From research gathered, there is no research works on the effect of cognitive therapy and transactional analysis on suicide tendency among secondary school students in Awka North Local Government Area of Anambra State. It is against this background that this study is aimed to determine the effect of transactional analysis on suicide tendency among secondary school students in Akwa North Local Government Area of Anambra State.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant effect of transactional analysis on suicide tendency among secondary school students when compared with those treated with conventional counselling based on their pretest and posttest scores.
2. There is no significant difference in the effectiveness of transactional analysis in reducing secondary school students' suicide tendency of junior and senior students using their pretest and posttest scores.

Research Method

The design of the study was quasi-experimental design. Gravetter and Forzano (2018) described quasi-experimental study as a type of experimental study that determines the effect of a treatment paradigm in a non-randomized sample. Many quasi-experimental methods are available but the one that was employed in this study is the non-randomized pre-test–post-test group design. Here, two groups of students were involved in two groups, namely transactional analysis technique (TAT) and conventional counselling.

Area of the Study

The study was conducted in Awka North Local Government Area, Anambra State. Awka North Local Government Area is made up of ten towns, namely, Awba Ofemili, Ugbene, Ebenebe, Urum, Amanasa, Amanuke, IsuAniocha, Mgbakwu, Ugbenu with its capital located in Achalla. Awka North LGA is located at the eastern axis of Anambra state. It is bordered by Awka South on the South, Ayam Ekun on the North, Anambra East and Oyi LGAs on the West and Eziagu i Enugu State. The indigenous people of Awka North are Igbos and speak the Igbo language. It is strategically and dominantly situated in the State capital of Anambra State which comprises schools in the urban and the surrounding rural schools found within the area. The people of Awka North Local Government area are known for their agricultural potentials, no wonder the area is renowned as the food basket of the Anamabra state.

The decision to use Awka North Local Government area of Anambra State for the study was informed by the fact that, there appears to be paucity of research work on the effect of transactional analysis technique on suicide tendency among secondary school students in the study area. Also, in recent times, the issue of suicide across the globe has become really a social problem demanding scholarly efforts from different disciplinary quarters in order to combat suicide as a social menace.

Population of the Study

The population of the study comprised of all the 1486 junior secondary school II (JSS II) and senior secondary school II (SSS II) students in Awka North L.G.A of Anambra state. (Source: Anambra State Post Primary School Service Commission, 2022). The choice of SSS II students was made on the account of the fact that they were considered to be matured than their junior secondary school counter-part. The SSS I students were excluded because at the time of this study, they were still awaiting their admission status

from JSS III examination, while SSS III were excluded on account of their engagement in preparation for external examination at the time of the study. Also the choice of JSS II was made on the account of the fact that they were considered to be more stable, conversant and in the mid class of the junior secondary school. The JSS I students were not considered because at the time of this study, they were still awaiting their admission status from primary six examination, while JSS III were not considered on the account of their engagement in preparation for junior school certificate examination (JSCE) at the time of this study.

Sample and Sampling Technique

The sample size employed for this study is 83 junior and senior secondary school students. Purposive sampling technique was utilized for secondary school students that meet the research diagnostic criteria with positive response on suicide tendency by scoring 50 from two selected public secondary schools from the pool of eight secondary schools in Awka North Local Government Area. The two schools with the highest number of students with positive response to suicide tendency serve as the experimental group I and control group II respectively. Experimental group I were 46 students comprising of 25 JSS II and 21 SSS II, and group II 37 students comprising 17 JSS II and 20 SSS II with high positive response on suicide tendency, based on the outcome of Suicidal tendency questionnaire (STQ). A benchmark score of 50 was used to determine one with or without suicide tendency.

Instrument for Data Collection

The instrument that was used for measurement of the suicidal tendency questionnaire (STQ) was developed by the researchers. The instrument has two parts; I and II. Part I contained two items on the demographic data and respondents while Part II contained twenty-two (22) items on a seven point rating scale of : I have this thought almost every day (6), I have this thought couples of times a week (5), I have this thought once a week (4), I have this thought couples of times a month (3), I have this thought about once a month (2), I rarely have this thought (1), I never had this thought (0). The instrument has the norm of 40 which guides the decision of the researcher.

Validation of the Instrument

To ascertain the content validity of the instrument, copies of the topic, questionnaire, purpose of the study, research questions and hypotheses were given to experts and they were requested to objectively and constructively examine the appropriateness, wording, suitability and item construct of the instrument. Two experts in the Department of Guidance and Counselling and one expert in Measurement and Evaluation, Faculty of Education, Nnamdi Azikiwe University, Awka were consulted for the validation exercise. Based on their comments and suggestions, few items were modified to fit the research purpose, some items were deleted and the research question and null hypotheses format of the study were slightly adjusted.

Reliability of the Instrument

The reliability of the instrument was established by administering the draft of the questionnaire to 80 JSS II and SSS II students in Awka South Local Government Area of Anambra State who were not part of the research population. Data collected were analysed using Cronbach Alpha to measure the internal consistency and reliability co-efficient value of 0.90 was obtained for the instrument.

Control of Extraneous Variables

The researchers are very much aware of the possible effects of extraneous variables such as (gender, participant mood, location, discrimination, method and time of the day) which if not well controlled could have contaminated the study and possibly distort the findings. The researchers adopt some measures to minimize and possibly control the distorting effects of such variable some measures to control the extraneous variable includes:

1. The application of treatment to experimental group and control group were separated at different school in order to guide against subject interaction contamination.

2. The application of analysis of co-variance (ANCOVA) because some extraneous variables may still remain uncontrolled among others.

Experimental Procedures

The experimental procedure took place at the school premises (counselling centres) on treatment days, the participants were made to stay in a conducive counselling clinic within the school. The treatment programme was held for six weeks. The senior secondary school (SSS II) and junior secondary school (JSS II) who participate in the study formed the groups in their respective suicide tendency constitutes the groups. The experimental group was exposed to Transactional Analysis therapies treatment. The students participate in eighty (80) minutes sessions which was held twice a week, for six consecutive weeks. After six weeks treatment and conventional counselling interaction, the Suicide Tendency Questionnaire (STQ) was administered on all the participants in both the experimental group and control group which was regarded as post-test.

Both the experimental and control group participate were tested in the same testing condition, except that the contents of the treatment packages were different as regard experimental group I and control group.

Method of Data Collection

Suicide tendency questionnaire (STQ) was administered to the students in the two secondary schools for the study by the researchers with the help of two well briefed research assistants who went round the secondary school to distribute copies of the questionnaire.

Method of Data Analysis

The completed instruments were scored following the scoring instruction provided in the suicide tendency questionnaire (STQ) instrument. The data relating to the research questions were analysed using the mean. The data relating to the null hypotheses were

analysed using analysis of co-variance (ANCOVA). For the research questions, a mean score was calculated for the pre-test and post-test, for the experimental and control groups. When the post-test means score of any of the groups is lower than the norm, the therapy is said to be effective. But if it is higher than the norm, it is considered to be non-effective. For the hypotheses, F-Cal. p-value also was employed to determine whether or not a statistically significant difference exist between the means scores of experimental and control groups.

Results and Discussion

Research Question 1: What is the effect of transactional analysis on suicide tendency of secondary school students when compared with those treated with conventional counselling using their pre-test and post-test scores?

Table 1: Pretest and Posttest suicide tendency mean scores of secondary students treated with transactional analysis technique and those treated with conventional counselling (Norm = 40.00)

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
Transactional Analy. Techn.	46	59.46	36.96	22.50	Effective
Conventional Couns. Tech.	37	62.03	54.11	7.92	

Table 1 indicates that the secondary students treated with transactional analysis technique had pretest mean score of 59.46 and posttest mean score of 36.96 with lost mean 22.50 in their suicide tendency, while those in the control group who received conventional counselling had pretest mean score of 62.03 and posttest mean score of 54.11 with lost mean 7.92. With posttest mean scores of 36.96 which is below the norm of 40.00 transactional analysis technique is effective in reducing suicide tendency among secondary school students than conventional counselling technique.

Null hypothesis 1

There is no significant effect of transactional analysis on suicide tendency among secondary school students when compared with those treated with conventional counselling based on their pretest and posttest scores.

Table 2: ANCOVA on the effect of transactional analysis technique on suicide tendency of students when compared with those who received conventional counselling

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	7043.860	2	3521.930			
Intercept	921.281	1	921.281			
Pretest	1011.461	1	1011.461			
Treatment Model	5259.930	1	5259.930	160.730	0.000	S
Error	2618.019	80	32.725			
Total	174780.000	83				
Corrected Total	9661.880	82				

Table 2 reveals that at 0.05 level of significance, 1df numerator and 82df denominator, the calculated F is 160.73 with P-value of 0.000 which is less than 0.05. Therefore, the first null hypothesis is not accepted. So, the effect of transactional analysis technique and conventional counselling technique on the suicide tendency of secondary school students is significant.

Discussion of Findings

The findings of the study revealed that transactional analysis technique is effective in reducing suicide tendency among secondary school students than conventional counselling technique. In agreement, the studies of Zadeh, Gorji and Javadzadeh (2013) and Parvin, Ahmed and Hossain (2019) discovered that transactional analysis technique is an effective reconsideration method in life, which helps the individuals to feel valuable and solve their suicidal problems successfully. Transactional analysis technique is effective in reducing suicide tendency among secondary school students than conventional counselling because during intervention sessions, students with suicidal tendency are taught problem solving skills to confidently handle depression and manage the challenges of life. The finding of this study corresponds with Torkaman, Farokhzadian, Miri and Pouraboli (2020) which reported that transactional analysis technique improves the self-esteem and psychological well-being of the individuals with mental health issues. Perhaps, the effectiveness of transactional analysis technique over conventional counselling in the reduction of suicide tendency among secondary school students could be attributed to the fact that increases students' self-acceptance and reduced their engagement in risky behaviours that might stimulate suicidal tendency.

Also, the study disclosed that the effect of transactional analysis technique on suicide tendency of secondary school students was significant when compared with those treated with conventional counselling. This means that transactional analysis technique encourages the students with suicidal tendency to try and learn reality and responsibility of their mental health issues to attain sound mental balance than the conventional counselling. This supports, Ali

and Andisheh (2015) which reported that transactional analysis significantly decreases the level of depression in physically disabled women that can leads to meaningful reduction of self-destructive tendency. In agreement, the significant effect of transactional analysis technique over conventional counselling on the reduction of suicide tendency among secondary school students is in tandem with Rakhsha, Yaghoubi and Bakht (2014) which reported that transactional analysis technique makes significant impact in reducing suicidal tendency among students.

Research Question 2

What are the differences in the effectiveness of transactional analysis technique on the junior and senior secondary school students' suicide tendency using their pretest and posttest scores?

Table 3: Pretest and Posttest suicide tendency mean scores of junior and senior secondary school students treated with transactional analysis technique

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
Junior	25	55.96	33.72	22.24	
Senior	21	63.61	40.81	22.80	More Effective

Table 3 shows that the junior secondary school students treated with transactional analysis technique had pretest mean score of 55.96 and posttest mean score of 33.72 with lost mean 22.24 in their suicide tendency, while the senior secondary school students treated with transactional analysis technique had pretest mean score of 63.61 and posttest mean score of 40.81 with lost mean 22.80. With lost mean score of 22.80 for senior students which is greater than the lost mean score of 22.24 for junior students, transactional analysis technique is more effective in reducing senior secondary school students' suicide tendency than junior secondary school students.

Null hypothesis 2

There is no significant difference in the effectiveness of transactional analysis in reducing secondary school students' suicide tendency of junior and senior students using their pretest and posttest scores

Table 4: ANCOVA on the effectiveness of transactional analysis technique on the suicide tendency of junior and senior students

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	1160.693	2	580.346			
Intercept	379.989	1	379.989			
Pretest	587.058	1	587.058			
Class Level	200.332	1	200.332	11.781	0.001	S
Error	731.220	43	17.005			
Total	64718.000	46				
Corrected Total	1891.913	45				

Table 4 indicates that at 0.05 level of significance, 1df numerator and 45df denominator, the calculated F is 11.781 with Pvalue of 0.001 which is less than 0.05. Therefore, the second null hypothesis is not accepted. So, the effectiveness of transactional analysis technique on the suicide tendency of junior and senior secondary school students differ significantly.

Discussion of Findings

Findings of the study disclosed that transactional analysis technique is more effective in reducing senior secondary school students' suicide tendency than junior secondary school students. The researchers postulated that senior secondary school students react more to the effectiveness of transactional analysis technique because it enable them to ability to identify negative suicidal thoughts and replaced them with positive thoughts than junior secondary school students. In addition, the study disclosed that the effectiveness of transactional analysis technique on the suicide tendency of junior and senior secondary school students differ significantly. The researchers postulated that transactional analysis technique is not effective for all the different class level of students. The researchers believe that after treatment, only senior secondary school students' experienced improvements in well-being and a decrease in suicide tendency.

Conclusion

Suicidal tendency is a self-inflicted dangerous disposition which may or may not result in death. It is reported that suicide is the second leading cause of death among adolescents and adults. Therefore, it was concluded transactional analysis technique is effective in the treatment of suicide tendency among junior and senior secondary school students in Awka North Local Government Area of Anambra State.

Recommendations

Based on the findings of this study, the following recommendations are made.

1. School guidance counsellors are expected to apply transactional analysis as a first line of treatment for students with mild or severe suicidal tendency in secondary schools. This will go a long way in eradicating cases of suicide among adolescents that are living with mental health illness in the society.
2. School counsellors and educational psychologists and other helping professionals should endeavour to attend conferences and workshops centred on mental health problems and get acquainted with current psychological therapies for identifying and reducing suicidal tendency among adolescents in secondary schools.
3. Administrators of secondary schools and government should provide enabling environment for school counsellors and educational psychologists to carry out transactional analysis technique intervention for students with suicide tendency their clinical clinics.

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